

Stewart B. McKinney Homeless Assistance Act
Application Scoring Rubric
2000-2003

Section A: Needs Assessment (15 points)

The need for services to homeless children and youth is determined.

Needs Assessment (5)	Needs Assessment (3)	Needs Assessment (1)
<p>Comprehensive information is provided on the nature and extent of the problem homeless children and youth have in (a) gaining access to, and (b) improving success in public preschool, elementary, and secondary schools.</p> <p>Identification procedures are clearly explained and estimated numbers of homeless youth are provided.</p>	<p>Adequate information is provided on the nature and extent of the problem homeless children and youth have in (a) gaining access to, and (b) improving success in public preschool, elementary and secondary schools.</p> <p>Identification procedures are outlined and estimated numbers of homeless youth are provided.</p>	<p>Minimal information is provided on the nature and extent of the problem homeless children and youth have in (a) gaining access to, and (b) improving success in public preschool, elementary, and secondary schools.</p> <p>Evidence indicates that procedures are unclear and estimated numbers of homeless youth are unavailable.</p>

Section B: Program Description (25 points)

State how the program provides homeless children and youth with access to a comprehensive and balanced core curriculum.

Program Description (5)	Program Description (3)	Program Description (1)
Clearly describes the LEA's process for providing academic support to ensure homeless children and youth are successful in accessing the core curriculum utilizing authorized activities as described in the Act. (See Sec. 723)	Adequately describes the LEA's process for providing academic support to ensure homeless children and youth are successful in accessing the core curriculum utilizing authorized activities as described in the Act. (See Sec. 723)	Describes in a limited manner the LEA's process for providing academic support to ensure homeless children and youth are successful in accessing the core curriculum utilizing authorized activities as described in the Act. (See Sec. 723)
Specifically addresses reading and math. Clearly provides for the special needs of students.	Adequately addresses reading and math. Sufficiently provides for the special needs of students.	Addresses in a limited manner reading and math. Marginally provides for the special needs of students.
Clearly supports ongoing professional development of school communities that will increase student learning.	Generally supports ongoing professional development of school communities that will increase student learning.	Minimally supports ongoing professional development of school communities that will increase student learning.

Section C: Collaboration (30 points)

Describe your district/COE collaborative and coordination efforts.

Collaboration (5)	Collaboration (3)	Collaboration (1)
<p>Clearly describes a comprehensive plan to effectively collaborate with private, public, and other entities that serve homeless children and youth, including preschool-aged children. Examples demonstrate that a clear partnership exists which reflect how services are coordinated with local shelters, other community service providers, and housing agencies on behalf of homeless families.</p> <p>Evidence is provided which demonstrates that collaboration and integration of services for homeless children and youth are linked with all eligible categorical programs, such as Title I.</p> <p>A variety of services are coordinated and provided to homeless children and youth through existing school services that supplement and do not supplant resources.</p> <p>Activities are provided in a mainstream setting. Policies and procedures are adopted that ensure children and youth will not be isolated or stigmatized.</p> <p>Procedures are clearly in place for resolving disputes.</p>	<p>Adequate information is provided describing a plan to collaborate with private, public, and other entities that serve homeless children and youth, including preschool-aged children. Some partnerships exist reflecting how services are coordinated with local shelters, other community service providers, and housing agencies on behalf of homeless families.</p> <p>There is evidence that some collaboration and integration of services for homeless children and youth are linked with some categorical programs such as Title I.</p> <p>Sufficient services are coordinated and provided to homeless children and youth through existing school services that supplement and do not supplant resources.</p> <p>Some activities are provided in a mainstream setting. Some activities reflect policies and procedures.</p> <p>Some dispute resolution process is in place.</p>	<p>It is not clear that a comprehensive plan to effectively collaborate with private, public, and other entities is provided for homeless children and youth, including preschool-aged children. It is not clear that a partnership exists which reflect how services are coordinated with local shelters, other community service providers, and housing agencies on behalf of homeless families.</p> <p>There is minimal evidence that services are coordinated and provided to homeless children and youth through existing school services.</p> <p>Few, if any, services are coordinated and provided to homeless children and youth through existing school services that supplement and do not supplant resources.</p> <p>Activities are provided in a setting separate from the mainstream school environment based solely on the student being homeless.</p> <p>There is minimal, if any, evidence that a dispute resolution process is in place.</p>

Section D: Evaluation (10 points)

A description of the evaluation process demonstrates that the impact of the program can be measured in terms of student performance and program successes.

Evaluation (5)	Evaluation (3)	Evaluation (1)
The use of multiple measurements of student achievement is present and clearly stated.	Some determinants of student achievement are described.	Some measurements are discussed, yet it is unclear how student achievement will be measured using more than one measurement.
Student achievement is strongly coordinated with the district/school assessment plan.	Student achievement is coordinated in a satisfactory manner with the district/school assessment plan.	Little evidence is provided that coordinates student achievement with the district/school assessment plan.

Section E: Budget (10 points)

The LEA will provide a budget narrative to align with the budget grid for each category. Justifications detail how the program benefits homeless children and youth.

Budget (5)	Budget (3)	Budget (1)
An itemized budget is provided that appropriately indicates how funds are to be expended.	A satisfactory itemized budget is described.	Minimum budget information is provided.
Proposed budget narrative is clearly aligned with program descriptions and analysis of student needs.	In general, budget narrative is satisfactorily aligned with program descriptions and analysis of student needs.	Proposed budget narrative is not specifically linked to program goals.

Section F: Ability to Meet Needs (10) points

On a scale of 1 to 10, with 10 being the highest level of ability, provide a total score based on the following:

- 1) The applicant has considered the needs of homeless children and youth and has demonstrated the ability to meet such needs.
- 2) The extent to which the proposed funds would facilitate the enrollment, attendance, and educational success of homeless children and youth.
- 3) The extent to which the applicant reflects coordination with LEA efforts, and with other local and state agencies that serve homeless children and youth.
- 4) The extent to which the applicant exhibits in the application a commitment to education for all homeless children and youth.

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Identification procedures are clearly explained and estimated numbers of homeless youth are provided.	Identification procedures are outlined and estimated numbers of homeless youth are provided.	Evidence indicates that procedures are unclear and estimated numbers of homeless youth are unavailable.

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Policies and procedures are adopted that ensure children and youth will not be isolated or stigmatized.	setting. Some activities reflect policies and procedures.	from the mainstream school environment based solely on the student being homeless.
Procedures are clearly in place for resolving disputes.	Some dispute resolution process is in place.	There is minimal, if any, evidence that a dispute resolution process is in place.

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